

English to Speakers of Other Languages (5362)

Test at a Glance

Test Name	English to Speakers of Other Languages		
Test Code	5362		
Time	120 minutes		
Number of Questions	120 Selected-response questions		
Test Delivery	Computer Delivered		
	Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
	I. Foundations Of Linguistics	22	18%
	II. Foundations Of Language Learning	26	22%
	III. Planning And Implementing Instruction	28	23%
	IV. Assessment And Evaluation	18	15%
	V. Culture	13	11%
	VI. Professionalism And Advocacy	13	11%

About This Test

The English to Speakers of Other Languages (ESOL) test is designed to measure basic linguistic and pedagogical knowledge within the context of teaching ESOL in elementary or secondary schools.

ETS has aligned the questions on this test with the TESOL/NCATE Standards for the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education as developed by Teachers of English to Speakers of Other Languages, Inc. (TESOL), in collaboration with the Council for the Accreditation of Educator Preparation, Inc. (CAEP), formerly known as the National Council for the Accreditation of Teacher Education, Inc. (NCATE). ETS works in collaboration with teacher educators, higher education content specialists, and accomplished practicing teachers to keep the test updated and representative of current standards.

This test may contain some questions that do not count toward your score.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Foundations Of Linguistics

- A. Understands phonetics, stress and intonation patterns, and the effects of phonetic environment on pronunciation
- B. Is familiar with IPA (the International Phonetic Alphabet)
- C. Understands the various types of morphemes and how they are used in word formation
- D. Understands the usage of English syntax
- E. Understands the parts of speech, including their structural, semantic, and functional characteristics
- F. Understands semantics and how combinations of words convey meaning
- G. Knows that languages differ from or are similar to each other in their phonology, morphology, syntax, semantics, and pragmatics
- H. Understands the concepts of pragmatics
- I. Understands the concepts of sociolinguistics
- J. Knows the concept of World Englishes
- K. Understands the conventions of written English (i.e., mechanics)
- L. Understands the rhetorical patterns and range of genres used in written English
- M. Understands the concept of communicative competence
- N. Knows about the inconsistencies and irregularities of the English language

II. Foundations Of Language Learning

- A. Understands the distinction between social and academic language functions
- B. Understands the similarities and differences between first- and second-language acquisition, and how learners' first language can affect their second-language production and reception
- C. Understands the processes of second-language acquisition including research-based models
- D. Knows the different types of affective factors and their implications for the second-language learning process
- E. Understands the relationship between English phonemes and graphemes and the rules of phonics
- F. Understands the literacy development of ELs
- G. Understands how first-language literacy influences the development of literacy in English
- H. Understands that, in addition to language, student performance may be affected by various factors (e.g., socioeconomic, physical, emotional)

III. Planning And Implementing Instruction

- A. Knows the implication of dialect variation for the instruction of English learners
- B. Understands various methods and approaches in teaching ELs and knows how to select the most appropriate methods for the context
- C. Knows a variety of instructional delivery models specific for ELs
- D. Knows how to identify appropriate and measureable objectives that align to language and content standards
- E. Knows how to design appropriate classroom activities that connect to learning objectives for ELs
- F. Knows how to design appropriate assessments that connect to learning objectives for ELs
- G. Is familiar with ways to collaborate with other educators in designing classroom activities appropriate to the proficiency levels of English learners
- H. Knows how to effectively integrate the four domains of language (i.e., speaking, listening, reading, and writing) into instruction
- I. Knows how to promote ELs' acquisition of receptive and productive skills
- J. Knows how and when to apply a variety of strategies for teaching language skills contextually or targeting them discretely
- K. Knows how to promote autonomous learning through cognitive and metacognitive strategies with ELs
- L. Understands techniques that activate students' prior knowledge and that build new knowledge to support acquisition of content and language
- M. Knows how to organize instruction that provides students with meaningful opportunities to use language
- N. Understands effective practices for teaching literacy to ELs
- O. Understands how to select, modify, and/or create culturally responsive, age-appropriate, and linguistically accessible teaching materials and resources to support ELs' learning styles and needs
- P. Is familiar with how technologies can be used to support language development, instruction, and learning
- Q. Understands how to create a secure, supportive, and culturally respectful learning environment for ELs
- R. Knows how and when to use constructive feedback to facilitate English-language learning
- S. Knows how to create a language-, text-, and print-rich environment at a linguistic and an age- appropriate level that promotes academic growth
- T. Understands how to differentiate instruction for ELs based on individual student needs and language proficiency levels
- U. Knows how to recognize and be instructionally responsive to Students with Interrupted Formal Education (SIFEs)
- V. Understands that there are differences between planning for ELs with learning disabilities, being aware that instruction will need to be adapted for ELs receiving special education or gifted services
- W. Understands the importance of language modeling, comprehensible input and output, and scaffolding for English language learning

IV. Assessment And Evaluation

- A. Familiar with the role of assessment in the identification, placement, and exit from language-support programs
- B. Understands a variety of formal and informal methods to assess receptive and productive language skills
- C. Knows how to develop and administer formative and summative classroom assessments to determine ELs' language skills, inform instruction, and document student growth
- D. Knows there are a variety of accommodations for state-mandated content-area testing for ELs
- E. Knows ways to adapt classroom assessments for ELs
- F. Knows that some ELs may be eligible for special education and/or gifted and talented services and is familiar with how to provide feedback and input about assessment data
- G. Is familiar with assessment-related issues such as validity, reliability, and language and cultural bias
- H. Knows the difference between norm-referenced and criterion-referenced assessments, and how they are used with ELs
- I. Knows how to interpret assessment data and use it to assist in planning and differentiating instruction for ELs
- J. Is familiar with strategies for communicating assessment data to ELs and their guardians

V. Culture

- A. Understands the interrelationship between language and culture
- B. Understands the ways cultural variables affect second-language acquisition and teaching
- C. Understands the ways students' identities and learning styles will vary widely across and within cultures
- D. Understands the implications of cultural stereotyping, cultural bias, and cultural bullying in the school setting
- E. Knows that cultural experiences influence student language development, disposition, and learning
- F. Understands that the teacher's personal and cultural experiences influence teaching style
- G. Understands the difference between acculturation and assimilation

VI. Professionalism And Advocacy

- A. Knows the possible differences between disabilities and typical language proficiency development
- B. Knows how to value and incorporate diverse cultures of students into instruction
- C. Understands the legal provisions and ethical implications of laws and federal court decisions related to the education of ELs
- D. Understands the need to serve as a professional resource and advocate for ELs and families
- E. Understands the need to communicate with school personnel about the characteristics and emotional, social, and physical needs of ELs
- F. Knows how to identify appropriate strategies for planning and collaborating with ELs, their families, and school and community members
- G. Understands ways to collaborate with other school personnel regarding the academic needs of ELs
- H. Is familiar with ways that ELs and their families may benefit from a variety of outside resources (e.g., services, networks, organizations)
- I. Knows a variety of strategies for consulting with guardians and communicating with them about each student's progress and needs
- J. Knows the importance of engaging in professional development by continually researching relevant and reliable resources and organizations in the field of teaching ESOL